



Jigsaw knowledge and skills progression: Relationships Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Relationships Puzzle (unit of work) including key vocabulary introduced this year and suggestions for Family Learning. Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some content and vocabulary may have been changed or be taught in a different year group.

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|--|---|---|---|
| Ages 3-5 | <ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry | <ul style="list-style-type: none"> • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset | <ul style="list-style-type: none"> • Who is in your family? • What jobs do mummy / daddy do around the house? • Who are your friends? How do they make you feel? • What do you do if your friend makes you upset? • Can you tell me about a time when you felt angry – what happened to stop you from feeling angry? • How does Jigsaw Jenie or Jigsaw Jerrie Cat help you stay calm? |
| <p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p> | | | |
| <p>Key vocabulary that may be introduced Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</p> | | | |

Notes for

School



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| Ages 5-6 | <ul style="list-style-type: none"> • Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care • Know how to make a friend • Know the characteristics of healthy and safe friends • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school community | <ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship | <ul style="list-style-type: none"> • Who is in our family? Do any of your friends have a family that is different? • What does 'being a good friend' mean? • Who are you good friends? • Who do you / don't you hug? • Who can you ask for help at school? (In the class, in the playground, in the hall) • Can we share a Calm Me time together? • Can we share what we both like best about our family, and what we are grateful for? |
| | <p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p> | | |
| | <p>Key vocabulary that may be introduced Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.</p> | | |
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| Ages 6-7 | <ul style="list-style-type: none"> Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve-it-together problem-solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is | <ul style="list-style-type: none"> Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable or unacceptable Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict Can identify the negative feelings associated with keeping a worry secret Can identify the feelings associated with trust Can identify who they trust in their own relationships Can give and receive compliments Can say who they would go to for help if they were worried or scared | <ul style="list-style-type: none"> What's the same / different from our family to your friend's family? What would you do if someone was hurting you at school? Who would you go to for help at school? Why do people fall out with each other? What can you do if you don't agree with your friend? What can you do if you and your friend have had an argument? Can we share what we are grateful for in our family? How does Jigsaw Jo help in your Jigsaw lessons? Can you explain to me what 'Mending Friendships' is about? |
| <p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.</p> | | | |
| <p>Key vocabulary that may be introduced</p> <p>Similarities, Differences, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Surprise, Good secret, Worry secret, Telling, Adult, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments.</p> | | | |
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| Ages 7-8 | <ul style="list-style-type: none"> Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own | <ul style="list-style-type: none"> Can identify the responsibilities they have within their family Can use Solve-it-together in a conflict scenario and find a win-win outcome Know how to access help if they are concerned about anything on social media or the internet Can empathise with people from other countries who may not have a fair job/ less fortunate Understand that they are connected to the global community in many different ways Can identify similarities in children's rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community | <ul style="list-style-type: none"> What jobs do I / mummy / daddy do around the house? What makes a good friend? Can you tell me about a time when you were really good at sharing / taking turns / listening? How can you stay safe online? What should our rules be? What would you do if you saw or heard something online that made you feel worried? What rights do children have? How could we use the Solve-it-together technique at home? |
| <p>In this Puzzle children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Children are reminded about the solve-it-together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.</p> <p>Online relationships through gaming and Apps is explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.</p> | | | |
| <p>Key vocabulary that may be introduced</p> <p>Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Win-win, Solution, Solve-it-together, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Interconnected.</p> | | | |
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| Ages 8-9 | <ul style="list-style-type: none"> • Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that memories can support us when we lose a special person or animal • Know that change is a natural part of relationships/ friendship • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe | <ul style="list-style-type: none"> • Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate | <ul style="list-style-type: none"> • Can you tell me about a time when you felt jealous? Did it affect how you behaved? • Can we tell each other about the people we love? • Do you miss seeing anyone? • Who could we make a memory box for? • Have you ever fallen out with any of your friends? What happened? How did you resolve it? • Do you have any friends that you fall out with a lot? • How does Jigsaw Jaz help you learn about friendships? • Does Calm Me time help you stay calm? |
| | <p>Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p> | | |
| | <p>Key vocabulary that may be introduced Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love, Attraction.</p> | | |
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| Ages 9-10 | <ul style="list-style-type: none"> • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends | <ul style="list-style-type: none"> • Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community / social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online / social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks | <ul style="list-style-type: none"> • What online games do you like to play? Who do you play them with? • Do you ever talk to people you don't know online? • How do you know if people you talk to online are really who they say they are? • What would you do if you saw or heard something online that made you feel uncomfortable? • How much screen time do you think you should have every day? • How shall we spend some special family time? |
| <p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age -limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p> | | | |
| <p>Key vocabulary that may be introduced</p> <p>Personal qualities, Attributes, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Age-restriction, Online community, Risky, Safe, Unsafe, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.</p> | | | |
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| Ages 10-11 | <ul style="list-style-type: none"> Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and family <p>In this Puzzle the class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way.</p> <p>Key vocabulary that may be introduced Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-care, Emotions, Feelings, Loss, Grief, Shock, Hopelessness, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Script, Assertive, Self-control, Real / fake, True / untrue, Judgement, Technology, Cyber-bullying, Abuse, Safety.</p> | <ul style="list-style-type: none"> Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being | <ul style="list-style-type: none"> What is mindfulness? What tips can you give me for taking care of my own mental health? What is the grief cycle? Do you have any tips for dealing with grief? Who do you talk to online? What would you do if they said something that you didn't like? How do you know if a website is genuine? |
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| Ages 11-12 | <ul style="list-style-type: none"> Know the characteristics and benefits of positive, strong, supportive, equal relationships Know that the support we need may come from different sources as we grow and change Know the value of different qualities that people bring to social groups Know that media portrayal of relationships and choices may not reflect real life Recognise when to use assertiveness techniques in some of my relationships Recognise the roles that are played in many families and understand the role that I play Know that changes take place in families, including loss, separation, divorce and bereavement | <ul style="list-style-type: none"> Can describe the range of positive qualities people bring to relationships Understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour Achieve an appropriate level of independence from others, where I follow my own course whilst maintaining positive relationships with others Reflect on how my emotions and feelings can change regularly and how others can all feel the same range of emotions Understand that people do not always respond in the same way to similar situations, and they may express their feelings in different ways Recognise authenticity in relationships Understand that a 'win-win' situation can be the best outcome for all Be assertive when appropriate Understand my rights and responsibilities as an individual who belongs to many different social groups. Understand the feelings associated with my role in my family | <ul style="list-style-type: none"> How can mindfulness help you with your relationships with others? Can you think of a time when things outside your control affected the way you behaved in a friendship? Did you learn anything that might help you in the future? Who are you connected to? Are you connected in the same way? How do you think your relationships with your family change as you get older? What about with your friends? How do you feel about this? What are you looking forward to as you become more independent? What qualities do you bring to your relationships? What qualities do you value in your friends and family? Who can you talk to if you are having problems in one of your relationships? Why do you need to be careful with what you see and read online? How could you help other people understand if something was authentic/true or not? What could you do to ensure a 'win-win' situation? What can you do when things change in a relationship? |
| | <p>In this Puzzle, children explore the different types of relationships they have with different people, and consider the qualities that they and others bring to these. They reflect on how their relationships with different friends and family members may change as they grow and how their emotions and experiences can affect how they manage different situations. They will explore different ways that their own feelings may change and how this could affect them. The Puzzle also explores when it is good to be assertive, and how they can express their feelings in a way that is constructive and reflects their role and/or responsibilities as they grow. Online relationships are also discussed, and how it is important to be discerning when looking at any content online.</p> | | |
| | <p>Key vocabulary that may be introduced Equality, Qualities, Independence, Relationship factors, Hierarchy, Choice, Authenticity, Media portrayal, Discernment, Perceptive, Reality, Assertiveness, 'Win-win' situation, Compromise, Consent, Change, Disruption.</p> | | |
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